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ABSTRACT

The handbook was designed to offer practical suggestions for parents of hearing impaired children in the areas of home, communication, school, community, and equipment. A section on home management considers such topics as the child's independence, behavior, hobbies, and clubs and groups. Communication ideas offer suggestions for activities to stimulate expressive and receptive language skills. The school is viewed in terms of placement, parent participation, and postsecondary educational planning. Ways in which parents can expose their children to and integrate them in the community are noted. Equipment suggestions focus on selection and maintenance of hearing aides as well as such other equipment as telephones, cameras, and safety devices. A glossary and resource listings are provided, giving organizations that: (1) offer assessment, diagnostic, educational and support services in Alberta; (2) offer postsecondary education in Canada and the United States; or (3) publish materials or manufacture equipment of interest to the hearing-impaired. (CL)

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WHAT NOW?

PRACTICAL SUGGESTIONS FOR PARENTS OF HEARING IMPAIRED CHILDREN

1985

TOBIN

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Jean Cobb, Education Consultant, Alberta Education, Calgary (Chairperson);

Terry Dunster, Parent, Edmonton;

Norine Pederson, Houseparent A.S.D., Edmonton;

Marine Richardson, Parent, Calgary;

Iris Saunders, Parent, Edmonton;

Betty Walpot, Editor, Special Education Curriculum Development, Alberta Education, Calgary

FOREWORD

Since the education of hearing impaired children is an involved and lengthy process a great part of it occurs outside the classroom and requires the participation of parents.

This parent handbook has been developed to offer practical suggestions for parents of hearing impaired children in the areas of home, communication, school, community and equipment. Houseparents, foster parents or others assuming the parenting role will also find this information useful.

Included is a glossary of frequently used terms, a list of various agencies available to parents and some appropriate resource materials.

We have attempted to list a variety of services and organizations, but recognize that others may be available. Also, because of frequent changes, the resource information may not be totally accurate. Please add or delete as appropriate.

This handbook was written informally and we trust that any inconsistencies in style will be accepted by the reader.

A. THE HOME

Parents play a vital role in the development of their hearing impaired child. They are in a position to observe the child and often represent the only continuing relationship throughout his growing years. They can aid in the development of a positive self-concept and provide a good learning environment.

It is natural for parents to go through periods of unhappiness when the handicap is first identified (see Special Education Handbook section "Preschool Programs for the Special Needs Child"). It is extremely important for parents to understand their child's hearing loss and its implications. Parents should seek the help of resource persons for information on how to deal with difficulties that may arise. Their attitude and acceptance of the hearing loss is very important as hearing impaired children read a good deal into facial expressions, mood changes and the home atmosphere.

The child will likely go through one or more periods of identity crisis and needs to know why he is different from other people. Parents should be prepared to discuss this with their child and seek help if necessary.

However, a hearing impaired child is <u>like other children</u> and his needs are the same. Following are some points which bear emphasizing for parents and others involved with a hearing impaired child on a daily basis.

1. <u>Feelings and Emotions</u>: The child needs to know what different emotions and expressions mean and how to react to them. Thoughts and feelings should be expressed openly. Let him know what is going on by communicating in whatever way he is able to understand. This will help overcome barriers which may develop with deafness.

2. <u>Communication</u>: Parents should remember to communicate with their child from birth and continue to do so. Peers and siblings also play an important role in transmitting environmental ideas and concepts. Do not be discouraged when there is a lack of oral response on the child's part. It is extremely important for the child's receptive language development that you keep <u>talking</u> to him (see B. Communication Ideas, pg. 4).

3. <u>Behavior</u>: Behavior expected from the hearing impaired child should not differ from that expected of other children. Parents may wish to monitor the noises the child makes when eating, e.g., noisy breathing, as well as other behaviors such as interrupting.

   Have rules and be consistent. Do not give in because he is hearing impaired. He should be expected to follow directions, but watch for manipulation. Discipline should be the same for him as for other children, except that extra time may be necessary to explain why he is being disciplined.

4. Independence: Develop independence in the child; do not overprotect him. He should care for his own personal needs, select proper clothing, and keep himself neat and tidy. He can help with chores around the home, keep his room clean, run errands, shop alone, pay family bills and keep doctor and dental appointments. He needs to know why we buy things on time. He can and should be taught to use a public transportation system, drive a car, handle leisure vehicles and use tools around the home. Teach him to do for himself everything that he can and help him to understand why he is doing it. Make sure he carries appropriate identification at all times (see E. Equipment, pg 15).

5. Social Skills: To enable the child to be accepted by society at large it is important for him to understand what is socially acceptable and legally correct. Since a hearing impaired child's incidental learning is limited, much of this "what is done and what is not done" needs to be taught specifically, e.g., respect for privacy, avoiding strangers, awareness of dangerous situations.

6. Family Life Education: Take time to introduce family life education to your hearing impaired child. At the appropriate age discuss relationships, their meaning and the responsibility associated with them. Remember you will no doubt have to spend more time explaining the language that will be used at this time. The Hearing Impaired Curriculum Guide includes this area of your child's education and by staying in close contact with the teachers, your support and assistance will be most helpful. Changes in family situations may be difficult for a hearing impaired child to understand. Explain marriage, divorce, birth, death, illness, adoption, etc., as they occur.

7. Hobbies: Hobbies can be an important part of the hearing impaired child's life. These special interests can stimulate the learning of a new language, a feeling of competence and a chance to make new friends with similar leisure activities.

8. Clubs and Groups: Some suggestions to keep in mind when your child is involved in outside group activities:

   (a) get to know the other young people involved;
   (b) invite one or more of them to visit your child and plan an activity which the children enjoy;
   (c) point out the fact that the others are depending on him in team sports;
   (d) be a supportive fan and take a real interest in what is going on; and,
   (e) discuss a hearing loss, a hearing aid and the effect this has on speech and language development with others involved (see D. The Community, pg. 13).

9. Useful Contacts: It is encouraging for the hearing impaired child and his parents to get to know hearing impaired adults and other parents of hearing impaired children. You have similar interests and goals and sharing ideas can be beneficial to understanding deafness and working together toward solutions.

10. Eye Care: Hearing impaired children may experience eyestrain; regular examinations are recommended.

11. Use of Telephone: Familiarize your child with the use of the telephone and directory. Telephone etiquette may need special attention.

B. COMMUNICATION IDEAS

1. General Comments

It must be remembered that the most serious implication of hearing impairment is the effect it has on the acquisition of language. Hearing children are exposed to numerous sound experiences and acquire language incidentally as well as in formal instruction. However, hearing impaired children do not have this opportunity for casual learning and acquire most of their language through direct teaching.

This applies particularly to children who are deaf from birth or before they acquire language (pre-lingual deafness) as distinct from those who lose their hearing later in life and maintain some concept of language (post-lingual deafness).

Language comprehension should never be taken for granted with hearing impaired children. Everything should be discussed repeatedly to ensure that the child understands. He should repeat the information in his own words. This repetition allows you to check his comprehension of the discussed material. Hearing impaired children may respond inappropriately to questions or instructions because of a misunderstanding.

Developing receptive (listening and observation skills) and expressive (communication attempts on the part of the child) language as well as the use of residual hearing, speech reading, speech and, where indicated, manual communication is of the utmost importance. There are many opportunities for parents to encourage and reinforce language development and auditory, oral and manual skills. These learning experiences need not always occur in the structured lesson. They may take place incidentally during daily activities.

Things to remember:

(a) communication begins at birth;
(b) communicate with the child where he can best see and hear you, e.g., get down on your knees;
(c) hearing impaired children must see/hear language <u>many</u> times before they can use it expressively;
(d) in order to learn language it should be presented in a meaningful situation and appear useful;
(e) the hearing impaired child needs to be encouraged to use appropriate language; give him a model to imitate;
(f) parents should be informed about school happenings and reinforce the language being taught;
(g) the child requires encouragement to wear his hearing aid;
(h) when addressing the child face him, use clear speech, good language and avoid exaggerated facial expressions and gestures;
(i) the hearing impaired youngster should join group activities and interact with hearing children, allowing for the use of language in "natural" settings;
(j) idiomatic language needs to be taught and explained;

(k) whatever the method of communication, it is important that all family members employ every facet of this method when communicating with the child; and,

(l) manual communication should be used in conjunction with speech (for definition of communication methods, see F. Glossary, pg. 22).

2. Activities

The following are some suggestions for activities to stimulate and develop the communication skills previously mentioned:

(a) since the hearing impaired child needs as many real experiences as possible, he should be included in short trips or excursions, e.g., shopping, banking, visiting. Always explain where and why you are going; use drawings, magazine pictures or snapshots with written labels, verbal language and manual interpretation if necessary;

(b) labels can be placed on objects in the home and referred to when those items are used;

(c) simple games with family members, and household chores such as setting the table, provide opportunities for discussing how something is to be done;

(d) names of objects, and their attributes, such as color, size, shape, etc., can be discussed throughout the day as the child interacts with these things in his daily routine; and,

(e) many more examples of activities that do not require unusual materials or preparation but provide excellent learning opportunities, can be located in numerous books (see H . Resources, pg. 36).

C. THE SCHOOL

1. Placement:

a. A child's school placement can be in a variety of settings:

(1) a school for the deaf;
(2) a segregated classroom for hearing impaired children within a public or private school;
(3) a segregated classroom which a child leaves for integration with hearing children in one or more subjects;
(4) a regular classroom in which the child is integrated with hearing children for all subjects; and,
(5) regular class plus resource room (perhaps with assistance of teacher's aide).

b. The educational setting which is chosen for the child by parents and professionals will depend on:

(1) his communication skills;
(2) his academic ability;
(3) his auditory skills;
(4) his speech reading skills;
(5) his social/behavioral functioning; and,
(6) services available.

Parents should study all options and be aware of the differences between programs in terms of educational goals and communication modes.

2. Personnel:

The professionals who will work with the child in order to plan for placement and later to help with schooling could be:

(a) school administrative personnel;
(b) ear, nose and throat specialist;
(c) clinical audiologist;
(d) psychologist;
(e) speech therapist;
(f) teacher (classroom and itinerant) of the hearing impaired;
(g) regular classroom teachers;
(h) preschool staff who have worked with the child;
(i) teacher aide;
(j) consultant for the hearing impaired; and,
(k) resource room teacher.

3. Home and School Interaction:

a. General Comments: The parent is the only educator who stays with the child throughout the school years. In a residential setting a house parent may assume that responsibility for a part of the

time. Parents should provide ongoing support for the child and the school program.

Areas which a parent should work on are:

(1) vocabulary development: expressions and language that occur in everyday conversations.

   (a) the home environment;
   (b) indoor and outdoor games; and,
   (c) transportation and travel vocabulary.

(2) Reading:

   (a) accompany your young child to the library;
   (b) discuss reading material;
   (c) have your child read for information newspapers, magazines;
   (d) encourage use of reference material, dictionaries. (see H. Resources, pg. 36). Special material for their reading level may be available;
   (e) keep a day book or a diary; and,
   (f) emphasize ordinary everyday language.

b. Support the School:

(1) have frequent contacts with the teacher and other members of the teaching team, e.g., telephone calls, notes, meetings;
(2) use a "homework" book for daily contact between home and school;
(3) help out whenever possible, e.g., in class, on field trips or class outings; and,
(4) reinforce the school program, e.g., arithmetic with home measures (kitchen measures, carpentry tools), science with discussions about weather, simple chemical processes (such as in baking).

c. Reinforce the Child as a Student:

(1) help him acquire good study habits (provide a place to work with good light, quiet, no distractions, reference materials);
(2) anticipate where difficulties may occur and try to avoid them;
(3) give children genuine praise and encouragement; and,
(4) encourage your child to develop a positive attitude toward school and to take an active part in school activities.

4. Parent Participation in the Living-Vocational Skills Program of the Hearing Impaired Curriculum Guide:

a. General Comments: It is extremely important for parents and teachers to be in close touch with each other in order that skills taught at school are reinforced at home.

b. Understanding Self and Getting Along With Others:

(1) The family:

(a) give your child the names of family members;
(b) give him the language for the relationships of those members, e.g., aunt, uncle, cousin, grandmother;
(c) help your child to say/sign his name. He also needs to know how to print his name, age, address and telephone numbers;
(d) later, your child will need to say/sign/print his city, province, country, birthdate and birthplace;
(e) your teenager needs to know about and have his school I.D. card (bus pass), birth certificate; and,
(f) when he wants a job, he will need to apply for a Social Insurance Number (S.I.N. card).

(2) The body:

(a) your young child needs the names of his body parts, his five senses and his emotions;
(b) it is interesting for all children as they grow to know and keep a record of their height and weight;
(c) make sure your child has adequate family life education (see A. The Home, pg. 1), including sex differences, physical and emotional changes; stress the increasing importance of cleanliness;
(d) as the child grows older continue to give him information about physical maturation and the moral and ethical values in which you believe; and
(e) provide information about hearing impairment, e.g., causes.

(3) Emotions:

(a) help the child to develop feelings of self-worth and dignity (see H. Resources, pg. 36);
(b) help him to express his emotions appropriately;
(c) help your child to cope with the frustrations that arise as a result of his hearing impairment;
(d) discuss common emotional problems experienced by all people, hearing and hearing impaired; and,
(e) discuss how emotions may change as the child matures.

(4) Social situations:

(a) teach your child the appropriate behavior and consideration for others in social situations: at the table, in conver-sation, as a guest, at play (taking turns, sharing);
(b) as he grows older encourage him to respond appropriately to differing social situations;
(c) teach him how to deal with the reactions of hearing people;
(d) discuss how your personal values determine your choices and decisions (use of tobacco, alcohol, drugs); and,
(e) emphasize that values and social customs will vary from one family to another and from one culture to another.

c. Travel:

(1) teach your child the language for travelling around his community, e.g., correct behavior for riding on a public vehicle (bus, subway, taxi);
(2) help him to develop alternate routes to the same destination;
(3) have him read and use transportation schedules;
(4) help him to identify agencies which help the traveller (R.C.M.P., A.M.A.);
(5) teach him to read maps; and,
(6) have him perform basic maintenance on his own vehicle (bike or car).

d. Safety and Health:

(1) Safety:

(a) help your child to learn traffic rules as a pedestrian, a cyclist and as a driver;
(b) discuss with him safety in the community: near construction sites, near rivers or railrod tracks, near highways, near electrical equipment. Explain Block Parents and their function;
(c) your child should know the rules for water safety, for swimming, boating or skiing;
(d) the child needs to know emergency procedures to follow in the home in case of illness or accident;
(e) point out the dangers encountered in the home: poisons, drugs, firearms, safe use of appliances, equipment;
(f) discuss fire hazards; plan and hold fire drills so the child knows the routines and escape routes (see E. Equipment, pg. 15, for Safety Devices); and,
(g) teach the handling of medication safely; discuss drugs and drug abuse.

(2) Health:

(a) teach the child the language and behavior for correct hygiene; body, hair, teeth, nails; and,
(b) teach the child the names for health care workers.

(3) Nutrition:

(a) provide experiences working in the kitchen; teach the language for utensils, food, procedures;
(b) have your child help with grocery shopping; teach the language for food, workers, procedures;
(c) take your child to restaurants, teach language (waiter, menu) and correct behavior;
(d) have your child prepare own meals: clean up, follow routines; and,
(e) discuss food values, food groups, nutrition for health, etc.

e. World of Work:

(1) Encourage good work habits:

(a) finishing home jobs correctly;
(b) having a positive attitude;
(c) following directions/instructions;
(d) being on time; and,
(e) working independently.

(2) Help him acquire necessary skills:

(a) giving and receiving messages;
(b) using telephone or telephone device;
(c) using telephone directory; and,
(d) writing letters (thank you, greetings, information, job application).

(3) Provide realistic information about the world of work:

(a) tell your child about your job;
(b) take him to your work place;
(c) teach him the language associated with working,e.g., salary, time card;
(d) have him act out different jobs, e.g., give him old clothing, empty boxes, appropriate toys;
(e) inform him that family members have many different roles, e.g.,mother, teacher, wife, cook, gardener;
(f) introduce him to the rights of workers; and,
(g) discuss the effect of his hearing impairment on possible career choices (see G. Agencies, pg. 25).

f. Home Management:

(1) the child needs to know the vocabulary of the home: rooms, furnishings, outdoor equipment, cleaning tools, carpentry tools, laundry equipment;
(2) have him make minor repairs (sew on buttons);
(3) your child should work in the different areas of the home, at first under supervision and then more independently; and,
(4) provide experience and guidance in caring for younger children (babysitting courses).

g. Money Management:

(1) give your child a regular allowance: discuss coins and bills, provide extra money for doing extra work, teach saving money for large purchases (piggy bank, bank account);
(2) discuss spending money: how much items cost, how long will it take to save that much; when you pay, is there any change?;
(3) as he grows older, expand his information about income: investments, family allowance, insurance, banking;
(4) he needs information on being a consumer: discuss reasons for purchases, seasonal needs, best time to buy, comparison shopping; and,
(5) discuss with him the various ways to pay: cash, cheque, credit card, loan.

h. Citizenship and Individual Responsibility:

(1) At home:

(a) the child should take part in the decision making in the family;
(b) he needs to follow the rules and regulations of the home; and,
(c) he should participate in everyday tasks in the home.

(2) In the community:

(a) your child needs to know names for and rules of community facilities;
(b) he should learn what it means to be a responsible member of the community: don't litter, use facilities wisely (no vandalism);
(c) the child should attempt to gather information from newspapers, magazines and/or television programs;
(d) discuss current happenings with your child, e.g., elections, news items; and,
(e) develop environmental awareness: pollution control, energy conservation, preservation of nature.

5. Post Secondary Educational Planning:

Parents can help hearing impaired teenagers to plan for the future by concentrating on their interests and abilities. With continued support and guidance children should be able to choose the career they are interested in and follow a course of studies which will prepare them.

Students in secondary school programs and those who are planning to continue their education will need support services to achieve their goals (see G. Agencies, pg. 25). These may include:

a. Notetakers:

(1) this could be a student enrolled in the same class who will write notes neatly and legibly for the hearing impaired student;
(2) the hearing impaired student may take home the notes of another student to copy; and,
(3) the teacher may allow the hearing impaired student to take home his notes or outlines.

b. Tutoring Services:

(1) another student and/or a specially appointed tutor, who has a good understanding of the course material and who can explain it readily may provide this service; and,

(2) further explanations of concepts, definitions of new terms or of familiar words which have been used in a different way may be included.

c. Interpreters:

Interpreters are helpful in various situations; different kinds are available (see F. Glossary, pg. 22).

d. Movies, Tapes, etc.:

(1) a script or summary could be provided;
(2) a research report on the topic could be an alternate assignment;
(3) notes could be prepared on audio-visual material; and,
(4) captioned films and video tapes may be available.

Help your child to plan for his future by obtaining career guidance information from the school guidance counsellor, Canada Manpower or Alberta Education consultants. Encourage the child to do his own writing for information. Do not limit his choices by undue emphasis on the hearing loss. Plan realistically, taking into account the total personality of your teenager.

D. THE COMMUNITY

One of the major roles of parents of hearing impaired children is to give them the confidence and support to become involved in their community.

The following are some ways of exposing your child to and integrating him into the community.

1. Encourage your child to become involved in and familiar with his community. Support and encourage him in joining and participating in activities within the community such as sports, Beavers, Cubs, Brownies, Girl Guides, church groups, Y.M.C.A., etc. Take time to explain your child's hearing impairment and how to communicate with him to the leaders involved. Honesty in explaining the hearing impairment will pave the way to a greater understanding and affinity towards your child.

   If an interpreter is needed, reassure community leaders that you are available to assist with any communication problems should they arise. This helps to make leaders feel more comfortable with a hearing impaired child. Arrange for another interpreter if your child does not always want his parent there (see G. Agencies, pg. 25).

2. Go on field trips with your child, taking advantage of the opportunity to expose the community to your child, e.g., museums, libraries, doctor's or dentist's office. Thought-provoking questions could be used to ensure the child's understanding of the information presented to him.

3. Identify with your child common neighborhood facilities and agencies such as the community centre, hospitals, recreation facilities, schools, fire station.

4. Encourage and teach your child to follow community rules and routines, e.g., riding bicycles, and rules to follow traveling to and from schools and parks. Discipline for your hearing impaired child should be the same as for your hearing child. The fact that children should obey their parents and people of authority within the community should be reinforced.

5. Teach your child to be a responsible member of his community and to follow the rules for using community facilities, e.g., not to participate in vandalism or littering.

6. Encourage your child and teach him how to use the local transportation system. Make sure he knows his address, telephone number, city or town, and carries appropriate identification at all times.

7. Discuss with your child the need to practise safety in the community, e.g., on playgrounds, near highways and roads, near construction sites, near rivers or railroad tracks and near electrical equipment.

8. Join a parent group (see G. Agencies, pg. 25). This provides opportunities for parents to realize that they are not alone and can give confidence and reassurance to one another and share solutions to common problems.

9. Local health clinics support a speech therapist and audiology program in some areas. They are relatively new so all health clinics do not have this service. The services are coordinated with the family physician or other appropriate agencies.

10. Religious leaders from most denominations are helpful and willing to assist the hearing impaired child to understand his religion and enabling him to participate in services and major religious functions.

E. EQUIPMENT

1. Hearing Aids:

a. Introduction: Hearing aids will help your child receive sound because they amplify even minimal sound. They do not correct deafness as glasses may correct poor vision. It is necessary to adjust emotionally and physically to wearing a hearing aid and your acceptance and encouragement is vital.

If your child gets used to receiving sound, he will rely on his hearing aid and want to wear it, although he may go through a period of not wanting to wear his aid. Make sure it is operating properly and use a positive approach to encourage wearing the aid. Seek professional assistance if necessary.

Familiarize yourself with your child's audiogram; discuss and question any changes which may occur. A loss in residual hearing may be of a temporary nature such as a head cold, or it may be something which requires other measures. Your clinical audiologist and ear specialist should be able to assist you and answer questions that you have.

b. Audiogram: (see Figure 1, pg. 16). An audiogram is basically a chart that indicates a person's lowest level of hearing or threshold of hearing. Thresholds are measured in decibels (dB) along the vertical axis of the chart and express loudness. The horizontal axis represents the frequency or pitch range and is measured in cycles per second (cps) or hertz (Hz).

The normal human ear can hear between 20 and 20,000 Hz but typical audiometric testing is usually performed between 250 and 8,000 Hz (possible range of speech).

The right ear is indicated by a red circle and the left ear by a blue X. Hearing loss ranges from mild to moderate loss, to severe to profound.

c. Selection: Hearing aids consist of:

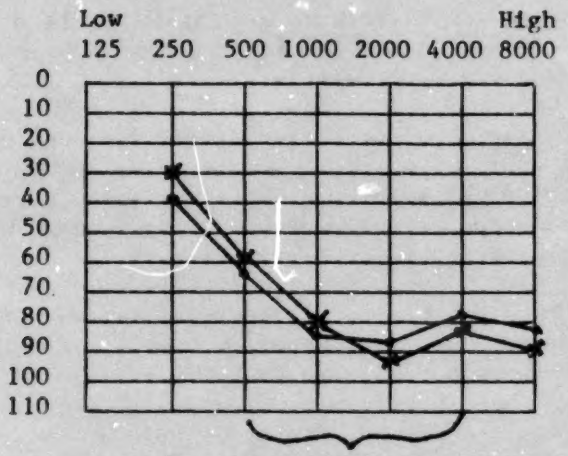
(a) a microphone that picks up sound waves and converts them into electrical signals;
(b) an amplifier to increase the strength of the signal;
(c) a battery to provide operating energy;
(d) a receiver to turn the electrical signals back to sound waves; and,
(e) a specially fitted ear mold that connects the receiver to the ear canal.

(See Figure 2, pg. 17)

There are many models with varying intensity levels to suit different degrees and types of hearing loss.

Figure 1

Frequency (pitch) Measured in Hertz (Hz)



SAMPLE AUDIOGRAM

This sample audiogram is a graphic representation of a particular child's hearing loss.

On most audiograms the line connected by X's represents the left ear, while the line joined by O's shows the right ear's response to pure tone sound.

This audiogram indicates that the child had a mild loss at a frequency (pitch) of 250 Hz. At 250 Hz the child heard the sound when it was presented at an intensity (loudness) of 30 dB for the left ear and 40dB for the right ear. The hearing loss becomes more severe as the frequency (pitch) of the sound becomes higher. At this point it requires a more intense (louder) sound in order for the child to hear it.

The degree of a child's hearing loss is indicated by where his responses fall on the audiogram. If these responses fall into more than one category, the child is said to have a range of hearing loss. This is the case in the sample audiogram since the child has a mild to profound hearing loss.

The normal range of hearing includes responses to 24dB. Children whose responses fall into the 25 to 54dB range are usually considered to have a mild loss. A severe loss is indicated if responses occur mostly in the 70 to 89dB range. Children with a profound hearing loss respond to the pure tone sounds at 90dB or greater.

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FIGURE 2

THE HEARING AID

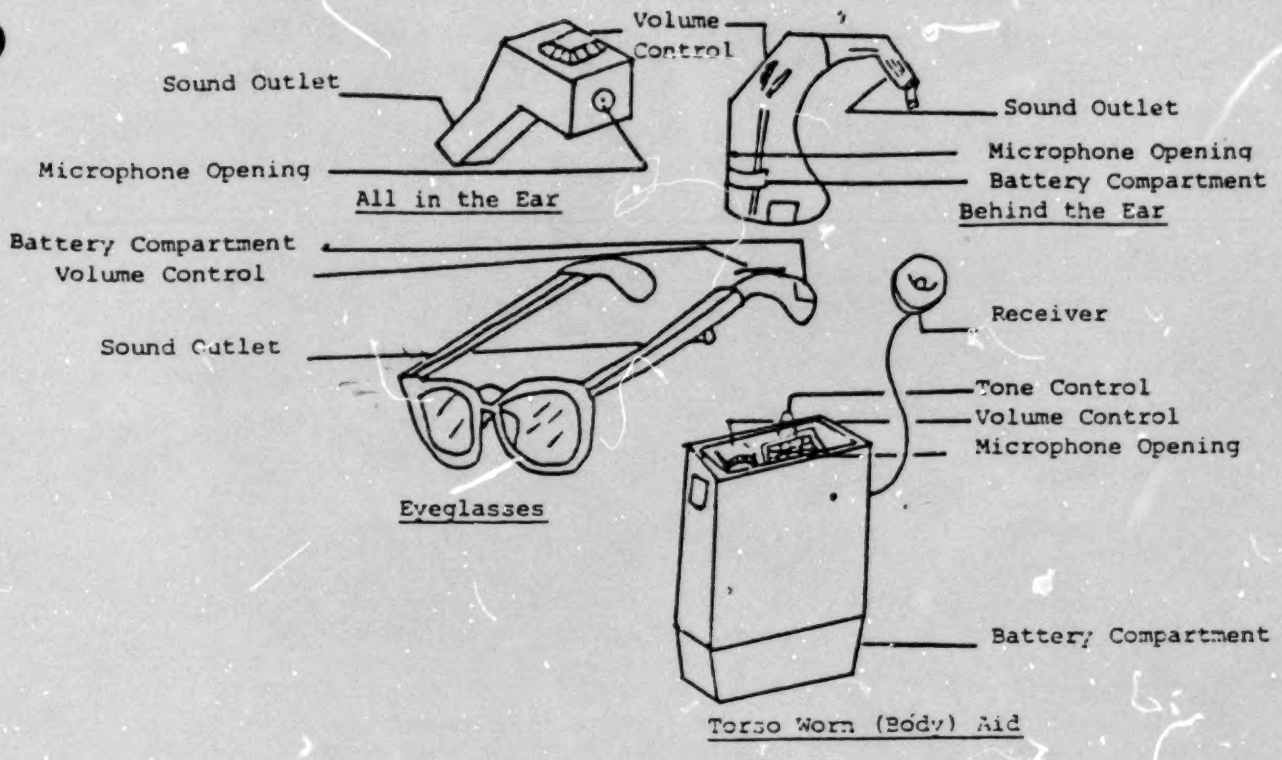
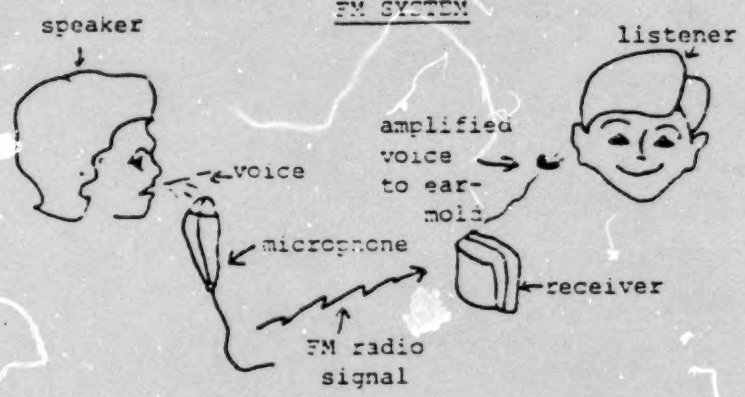
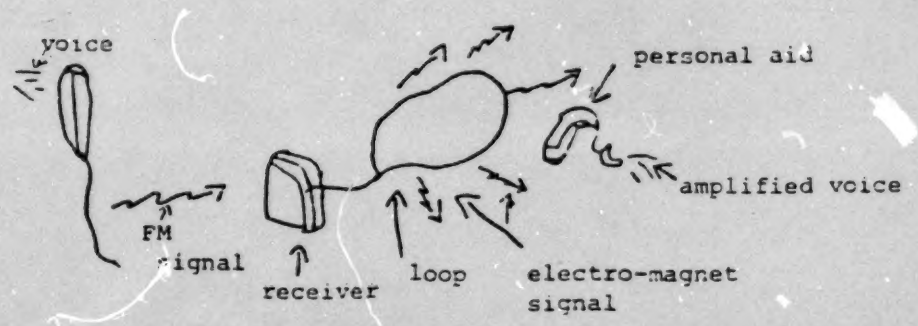


FIGURE 3

FM SYSTEM



OR



Have a clinical audiologist test your child's hearing and assist in the selection of aids. They know about the types of aids available and the amplification your child needs. The clinical audiologist will also assess your child's reception during the trial period and point out the correct setting as well as other tips about wearing a hearing aid.

d. Purchase: Select a hearing aid dealer you feel comfortable working with. Your clinical audiologist will assist you with names of dealers who carry the type or types of hearing aids that he recommends your child try. Dealers vary in the variety of aids they have available and the service they provide. You are entitled to a trial period before finalizing the purchase. Information about financial support for hearing aids, etc., is available from Alberta Social Services and Community Health - Aids to Daily Living.

e. FM Wireless Auditory Training System: (see Figure 3, pg. 17). The hearing impaired student, like most of us, experiences different listening environments all the time. Classrooms may vary in noise levels depending on the acoustic characteristics which are affected by many factors such as room size and its reverberation or echo influences, drapes, carpets, heat and air conditioning fans or by the occupants themselves. Another very important factor is the distance: the farther the speaker is away from the listener the more difficult it is for the listener to discriminate speech.

The FM system is commonly being used to overcome some of these pro-blems. This system is comprised of two main components which provide a controlled sound level to the student. One component is the microphone which is used by the speaker; it transmits the speaker's voice via radio waves to a receiver which is the second component. The receiver is like a wearable FM radio and it amplifies the incoming microphone signal to the student's ear or to the student's personal hearing aid.

FM systems are most commonly used because:

(1) they provide complete mobility for the student and teacher;
(2) they require no hardware or permanent installation in a classroom;
(3) they provide good acoustic performance; and,
(4) they are small and easy to use.

They should be used only with direction of a clinical audiologist (see F. Glossary, pg. 22).

f. Hearing Aid Maintenance:

(1) check daily to see that the battery is still working;

(2) keep the ear molds clean. They should be cleaned daily with a damp cloth or special cleaners available from the hearing aid dealer; effervescent denture cleaner pills will also work. Dry thoroughly with a pipe cleaner and blow moisture out of any tubes connected to the mold;

(3) listen to the aid for sound interruption or distortion. Rotate cords gently while listening to make sure there aren't any breaks;

(4) make sure the hearing aid is turned off when not being worn. It is also a good idea to remove the batteries at night to avoid corrosion;

(5) make sure that ear molds fit snugly. If you hear feedback or "squealing" it may be because the molds do not fit properly. Young children need new molds every few months because they are growing quickly (a bit of vaseline may help to seal while you are waiting for new molds but make sure it does not plug the opening.);

(6) have your child's ears checked on a regular basis for a build-up of wax. This can also be the cause of a drop in the level of hearing, or your child not wanting to wear his aid;

(7) because a hearing aid needs to function properly to assist your child, the aid requires care. Your child should learn to care for his own aid as he gets older;

(8) your clinical audiologist and consultant for the hearing impaired will be able to teach him to keep it functioning properly. Consult them when problems arise; and,

(9) the ear mold should fit comfortably. See audiologist when irritation is evident.

2. Other Equipment:

a. Telephones:

(1) teletypewriters (TTYs): There are several makes of TTYs available for use with a regular telephone. The handset from your telephone is placed on top of the TTY and typed messages show on a small screen. There has to be a TTY on both ends of the conversation. Most makes are compatible. The prices vary greatly as do advantages and disadvantages (see H. Resources, pg. 36). Accessories such as printers (messages are recorded on tape, answerers, etc.) can be bought separately for use with some of these machines. Shop carefully - compare prices, accessories, servicing and compatability before making a purchase;

(2) hard-of-hearing handsets: An amplified handset on your regular telephone is available for a minimal charge. This allows the user to amplify up to ten times the normal sound level. Contact your local telephone office about this device. Some phone booths have amplified handsets. It would be worthwhile to locate these if your child is able to make use of them;

(3) portable telephone amplifiers: A battery-operated amplifier that can be carried by your child can be purchased at some retail outlets. The amplification may not be as great as a fixed handset but it can be helpful when the other type is not available;

(4) TTY directory: A Canadian TTY directory is available so that you know who has this type of equipment (see H. Resources, pg. 36 for details); and,

(5) visual Indicator: A flashing light may be connected to a telephone to indicate when it is ringing.

b. Alarm Clocks: Special alarm clocks and timers can be used with attachments for waking the hearing impaired. Being able to handle this part of his daily routine can be a positive step in the development of your child's independence. These attachments include a special vibrator which attaches to the frame and shakes the bed when activated, a buzzer as a pillow vibrator, and a lamp that flashes on and off.

c. Safety Devices: Signallers that alert a hearing impaired person to a smoke alarm, doorbell or chimes, telephone ring, a baby's cry, dog's bark, knock on the door, apartment intercom or entry signal are available. Depending on your particular equipment and needs, this signaller can be used with a flashing light or vibrator (see H. Resources, pg. 36 for details).

Hearing Dog: There are dogs trained to act as an alert for hearing impaired persons. They can be trained to respond to smoke alarms, bells ringing, babies crying, etc., and most things that hearing impaired persons would not be aware of.

d. Telecaption Decoder: Some television shows are captioned which means that what is being said appears across the bottom or top of the screen in print. A decoder is needed to see this printing. There are not very many captioned shows now but hopefully more will be added. Sears is the distributor in Canada for both a decoder and a television set with the decoder built in.

e. Cameras: Pictures are very important when helping your child develop language, and to use in language activities such as a day book. Recording things seen and experienced at home, in the community and on vacations can be valuable reinforcement. An instant camera has an advantage in that you are able to discuss the picture at the actual location where it is taken, as well as later on.

f. I.D. Cards: Some organizations have I.D. cards (usually free of charge) for hearing impaired persons to carry in case of an emergency. Usually they include the name and address, an emergency contact, and a symbol and message saying that the person is hearing impaired. Some also carry simple messages which bearers can point to if they need assistance.

It is recommended you contact an organization working with the deaf and hard-of-hearing about additional information on any of the items in this section. They will be able to answer questions and direct you to where the different items can be obtained.

F. GLOSSARY

Audiogram - A graph that provides a picture of the amount of hearing. The hearing level is recorded in decibels (loudness) for each frequency (pitch) tested.

Clinical Audiologist - Usually works in a hospital, school system, etc. Provides assessment and consultative services about the use of hearing aids.

Communication Approaches - It may not be possible for all school jurisdictions to provide all alternatives. It is important that parents study all options and be aware of the differences between programs in terms of education goals and communication modes.

a. Auditory Approach: The auditory approach to the education of hearing impaired children is based on the premise that children, even those with a severe or profound hearing loss, can learn to listen, to hear and to develop speech and language by means of the auditory channel.
The goal of this approach is to integrate audition into the total personality of the hearing impaired child. The emphasis throughout the training is upon developing the residual hearing to the maximum without emphasizing visual cues.

b. Auditory-Oral Approach: This approach is the combination of both the auditory and oral methods.

c. Cued Speech Approach: Cued Speech is a visual representation of the spoken language and it illustrates to the hearing impaired person the sounds they cannot hear. Cued Speech uses eight hand shapes to represent the consonant sounds and four positions around the face to represent the vowel sounds. The sounds are grouped so that the sounds that are in the same hand shape or position look different on the lips. To read Cued Speech the hearing impaired person must use information from the shape of the hand, the position of the hand and the information from the shape of the lips, thus speech reading becomes part of Cued Speech.

d. Oral Approach: An oral approach is one in which emphasis is placed on audition, speechreading and speaking. There is an expectation that children will learn to talk and understand oral speech.

e. Total Communication Approach: Total communication is a philosophy incorporating all forms of appropriate oral, manual and aural modes of communication in order to insure effective communication with and among hearing impaired persons.

E.N.T. Specialist

- A medical doctor who specializes in the diagnosis and treatment of ear, nose and throat conditions.

Hearing Impairment

- The term "hearing impairment" denotes various degrees of hearing loss: mild, moderate, severe and profound and includes both deaf and hard of hearing students.

- A deaf person is one whose hearing is disabled to an extent that precludes the understanding of speech through the ear alone, with or without the use of a hearing aid.

- A hard-of-hearing person is one whose hearing is disabled to an extent that makes difficult, but does not preclude, the understanding of speech through the ear alone with or without a hearing aid.

It should be noted that a hearing impairment of 25 db ANSI or greater is educationally significant.

Hearing Loss

a. Adventitious: A hearing loss which occurs after birth through accident or illness;

b. Bi-lateral: A hearing loss in both ears;

c. Conductive: Reduced conduction of sound through the outer and/or middle ear to the inner ear. This type of hearing loss is primarily a medical problem which, in the majority of cases, can be cleared by treatment;

d. Congenital: A hearing loss which exists at the time of birth;

e. Sensorineural: A hearing loss often referred to as nerve deafness. It cannot be cured by medical treatment, but may be partially compensated for through special education and use of amplification;

f. Unilateral: Hearing loss in one ear only.

Interpreter/ Tutor

- The interpreter transmits to the hearing impaired child what hearing people are saying, a process known as interpreting and conveys to hearing persons messages from the hearing impaired child, known as reverse interpreting.

Itinerant - A visiting teacher who provides tutoring and resource/information for integrated students, and consultation for school personnel and parents.

Prelingual Deafness - Refers to the condition of students whose deafness was present at birth or occurred at an age prior to the development of speech and language.

Postlingual Deafness - Refers to the condition of students whose deafness occurred at an age following the spontaneous acquisition of speech and language.

Speech Audiometry - A testing method designed to test a person's understanding and detection of speech.

Speech Pathologist - A professional who assesses, diagnoses and remediates communicative disorders involving receptive and expressive language.

Speechreading - Speechreading, sometimes called lipreading, is the ability to read visible speech patterns. It makes use of the non-verbal clues which occur naturally when someone is speaking, such as facial expressions, gestures and body language.

Threshold of Hearing - The level at which a person can first detect sound.

1. ASSESSMENT AND DIAGNOSIS

2. EDUCATION

3. POST SECONDARY EDUCATION

4. ASSOCIATIONS, SOCIETIES, PARENT GROUPS, CHURCHES

1. ASSESSMENT AND DIAGNOSIS

INSTITUTION OR AGENCY	CLIENTELE	SERVICES PROVIDED
Alberta Children's Hospital 1820 Richmond Rd. S.W. Calgary, Alberta T2T 5C7 Phone: 244-2111	Hearing Impaired Children	- assessment - diagnosis - speech therapy - language lab
Alberta School for the Deaf 6240 - 113 Street Edmonton, Alberta T6H 3L2 Phone: 434-1481	Hearing Impaired Children	- educational - psychological - assessment for placement - parent counselling - vocational placement and counselling
Foothills Hospital 1403-29 Street N.W. Calgary, Alberta T2N 2T9	Hearing Impaired Children and Adults	- assessment - diagnosis - speech therapy - surgery
Glenrose Hospital Speech Pathology Department 10230-111 Street Edmonton, Alberta T5G 0B7	Hearing Impaired Children	- assessment - diagnosis - speech therapy - mobile clinic - language lab - home program
University of Alberta Hospitals Speech Pathology Department 83rd Ave. & 112nd St. Edmonton, Alberta T6G 2B7 Phone: 432-8859	Hearing Impaired Children	- assessment - diagnosis - speech therapy - student training of university students

2. EDUCATION

INSTITUTION OR AGENCY	CLIENTELE	SERVICES PROVIDED
Alberta College Hearing Impaired Program 10041-101 Street Edmonton, Alberta T5J 0S3 Phone: 428-1851	Hearing Impaired Individuals (15-55 years of age)	- educational - support services - interpreters - counselling - sign classes
Alberta Education Consultants for the Hearing Impaired for Northern Alberta Edwards Professional Building 10053-111 Street Edmonton, Alberta T5K 2H8 Phone: 427-2952	School Systems	- to provide a consultative service in special education to school boards
Alberta Education Consultants for the Hearing Impaired for Southern Alberta 1200 Rocky Mountain Plaza 615 MacLeod Trail S.E. Calgary, Alberta T2G 4T8 Phone: 261-6353	School Systems	- to provide a consultative service in special education to school boards
Alberta School for the Deaf 6240-113 Street Edmonton, Alberta T6H 3L2 Phone: 434-1481	Hearing Impaired Children (5-18 years of age) Areas: Junior Intermediate Senior Prevocational	- educational - basic and prevocations - residential care for out-of-town students - sign classes - day students
Alberta Vocational Centre Hearing Impaired Literacy Education 332-6 Avenue S.E. Calgary, Alberta T2G 4S6 Phone: 261-3930	Hearing Impaired Individuals (18 years of age and over)	- mailing material - designed to develop academic skills, abilities and knowledge
Association for the Hearing Handicapped, West Entrance St. Andrews School 11342-127 Street Edmonton, Alberta T5M 0R8 Phone: 455-1904	Hearing Impaired Children (Preschool age)	- home visting (ages 0-3) - early childhood program (ages 3-6)

2. continued

INSTITUTION OR AGENCY	CLIENTELE	SERVICES PROVIDED
Charles Camsel General Hospital 12815-115 Avenue Edmonton, Alberta T5M 3A4 Phone: 453-5542	Hearing Impaired Children referred by the Hospital's E.N.T. physicians	- assesment - diagnosis - education
Christian Deaf Centre 1730-46 Avenue S.W Calgary, Alberta T2T 2R5 Phone: 243-5018	Hearing Impaired Individuals	- educational - counselling
Edmonton Public School Board Supervisor: Dr. Alex Hillyard 10010-107A Avenue Edmonton, Alberta T5H 0Z8 Phone: 429-5621	Hearing Impaired Multihandicapped (Northern Alberta)	- a variety of services for the sensory multi-handicapped
Emily Follensbee School Contact Person: Paul Herskin 5139-14 Street S.W. Calgary, Alberta T2T 3W5 Phone: 268-8443	Hearing Impaired Multihandicapped (Southern Alberta)	- a variety of services for the sensory multi-handicapped
Glenrose Hospital Audiology Department 10230 111 Avenue Edmonton, Alberta T5G 0B7 Phone: 471-2262	Hearing Impaired Children (newborn-adult)	- language development - speech therapy - home program
Grant MacEwan Community College 10045-156 Street Edmonton, Alberta T5P 2P7 Phone: 483-4411	Interested Individuals (18 years and over)	- sign classes
Hearing Impaired Education Centre 10041-101 Street Edmonton, Alberta T8N 2W1 Phone: 428-1851	Hearing Impaired Individuals (18 years of age and over)	- Academic upgrading program - interpreter services

2. continued

INSTITUTION OR AGENCY	CLIENTELE	SERVICES PROVIDED
John Tracey Clinic 806 West Adams Blvd. Los Angeles, California 90007 USA Phone: (213) 748-5481	Parent and Preschool Hearing Impaired Individuals	- correspondence courses - resource material - courses at the clinic
Local Health Units	Hearing Impaired Children	- assessment - diagnosis
Local School Boards		- programs available vary
Society for the Hearing Handicapped Community Service Building 120-13 Avenue S.E. Calgary, Alberta T2G 1B3 Phone: 263-0720 local 24 TDD: 264-3185	Hearing Impaired Individuals and their Families	- consultation for parents - education of families and public
University of Alberta Hospital	Hearing Impaired Children and Adults	- assesment - diagnosis - speech therapy - student training of university students

3. POST SECONDARY EDUCATION

INSTITUTION OR AGENCY	CLIENTELE	SERVICES PROVIDED
California State University 1811 Nordhoff Street Northridge, California 91330 USA Phone: (213) 885-2000	Hearing Impaired Individuals (18 years of age and over)	- post secondary education - support services - interpreter service
Gallaudet College 800 Florida Avenue N.E. Washington, D.C. 20002 USA Phone: (202) 651-5000	Hearing Impaired Individuals	- post secondary education - secondary school
George Brown College P.O. Box 1015, Station B Toronto, Ontario M5T 2T9 Canada Phone: (416) 967-1212 TTY: (416) 967-0966	Hearing Impaired Individuals (18 years of age and over)	- preparatory program - post secondary education - interpreter - brochures
Red River Community College 2055 Nortedame, Bldg. D Room 102A Winnipeg, Manitoba T3H 0J9 Phone: (204) 632-2381 TTY: (204) 623-6329	Hearing Impaired Individuals (17 years of age and over)	- educational support - vocational counselling - interpreter - life skills - preparatory program
Vancouver Community College King Edward Campus 2750 Oak Street Vancouver, B.C. V6H 3N2 Phone: (604) 731-4614	Hearing Impaired Individuals (18 years of age and over)	- upgrading to Grade 12 B.C. level - life skill courses - integrate to post secondary education - vocational institute - interpreter service

4. ASSOCIATIONS, SOCIETIES, PARENT GROUPS, CHURCHES

INSTITUTION OR AGENCY	CLIENTELE	SERVICES PROVIDED
Alberta Children's Hospital Parents Information Group for Parents of Hearing Impaired Children 1820 Richmond Road S.W. Calgary, Alberta T2T 5C7 Phone: 245-7039	Parents of Hearing Impaired Children	- provide information and support
Alberta Children's Hospital Parents Support Group for Parents of Hearing Impaired Children 1820 Richmond Road S.W. Calgary, Alberta T2T 5C7 Phone: 245-7039	Parents of Hearing Impaired Children	- provide information and support
Alberta School for the Deaf Community Council 6240-113 Street Edmonton, Alberta T6H 3L2 Phone: 434-1481	Parents	- provide information and support
Alexander Graham Bell Association for the Deaf International Parents Organization 3417 Volta Place N.W. Washington, D.C. 20007 USA	Parents, Teachers and Professionals	- newsletters - magazines - information
Association for the Hearing Handicapped 11342-127 Street Edmonton, Alberta T5M 0T8 Phone: 455-1904	Hearing Impaired Individuals	- educational preschool - social
Canada Employment Centre Special Needs #310, 220-4 Avenue S.E. P.O. Box 2530, Station M Calgary, Alberta T2G 4X3 Phone and TDD: 231-4966	Individuals Seeking Employment or Training	- assess where suitable for employment - guidance

4. continued

INSTITUTION OR AGENCY	CLIENTELE	SERVICES PROVIDED
Canadian Coordinating Council on Deafness 294 Albert Street, Suite 201 Ottawa, Ontario K1P 6E6 Phone: (613) 232-2611	Parents and Professional Agencies that work with and for Hearing Impaired Individuals	- materials for parents and professionals
The Canadian Hearing Society 60 Bedford Road Toronto, Ontario M5R 2K2 Phone: (416) 964-9595	Hearing Impaired Individuals	- parent sharing kit - materials
Catholic Mission of the Deaf St. Angela's Parish 13210-133 A Avenue Edmonton, Alberta T5L 3T7 TDD: 343-6179	Catholic Hearing Impaired Individuals in the Arch Diocese area of Edmonton	- worship services - interpreting - personal consultation - religious program
Central Alberta Society for Hearing Impaired Children Box 2431 Lacombe, Alberta T0C 1S0	Parents of Hearing Impaired Children	- provide information and support
Christian Deaf Centre 1730-46 Avenue S.W. Calgary, Alberta T2T 2R5 Phone: 243-5013	Hearing Impaired Individuals	- educational - counselling - worship service
Creative Employment Counselling #200, 1117 MacLeod Trail S. Calgary, Alberta T2G 2M8 Phone and TDD: 237-6629	Individuals seeking employment or change of employment	- prepare resumes - pre-employment counselling - follow up support interview - accompany on an interview - outline job duties
Cross of Christ Lutheran Church of the Deaf 11460-60 Ave. Edmonton, Alberta TTY: 435-7788 Phone: 434-1671	Hearing Impaired Individuals	- worship services - junior and senior membership classes

4. continued

INSTITUTION OR AGENCY	CLIENTELE	SERVICES PROVIDED
Distinctive Employment Counselling Services of Alberta #200, 10924-107 Avenue Edmonton, Alberta T5H 0X5 Phone: 240-1745	Hearing Impaired Individuals (14-65 years of age)	- directly related to hire-a-student and assist students in finding summer employment - adult job placement - employment counselling - direction and assistance for educational training and funding from different bodies or agencies - interpreter service
Edmonton Public School Parents of the Hearing Impaired 69 Brander Drive Edmonton, Alberta T6H 4X5 Phone: 434-9795	Parents with Hearing Impaired Children in the Edmonton Public System	- information - advocacy group
Federation of Silent Sports of Alberta 1835-56 Street Edmonton, Alberta T6L 1L6 Phone: 458-5124 after 4 p.m.	Deaf Albertans	- educational - recreational
Glenrose Hospital Parents Group 10230 - 111 Street Edmonton, Alberta T5G 0B7	Parents of Hearing Impaired Children	- provide information and support
International Association of Parents of the Deaf 814 Thayer Avenue Silver Spring, Maryland U.S.A.	Parents and Professionals	- materials for parents and professionals

4. continued

INSTITUTION OR AGENCY	CLIENTELE	SERVICES PROVIDED
International Catholic Deaf Association (I C D A) c/o Albert Quintin 1735-32 Street S.W. Calgary, Alberta	Hearing Impaired Individuals	- signed mass for the deaf every third Saturday of each month
Parent Support Group for Hearing Impaired Children Association for Hearing Handicapped 11342-127 Street Edmonton, Alberta T5M 0R4 Phone: 455-1904	Parents	- information and support
Parents of Handicappers 631 Prospect Drive S.W. Medicine Hat, Alberta T1A 4C2 Phone: 548-6844	Parents of Hearing Impaired Children	- provide information and support
Parents Place 418 Stafford Drive S. Lethbridge, Alberta T1J 2L2 Phone: 329-8308	Parents	- information and support
St. Mark's Community for the Deaf Providence Centre 3005-119 Street Edmonton, Alberta Phone: 436-7250	Hearing Impaired Individuals	- teen groups - church school - worship services
Society for the Hearing Handicapped Community Service Bldg. 120-13 Ave. S.E. Calgary, Alberta T2G 1B3 Phone: 263-0720 Local 24 TDD: 264-3185	Hearing Impaired Individuals	- educational - social - job placement - interpreters - referral and reference services - materials for parents

4. continued

INSTITUTION OR AGENCY	CLIENTELE	SERVICES PROVIDED
Southern Alberta Deaf Centre 63 Cornell Road N.W. Calgary, Alberta T2L 0L4	Hearing Impaired Individuals, persons losing their hearing and parents	- a library and display of special equipment - counselling - interpreting - programs to enhance public awareness - centre for social activities
Voice for the Hearing Impaired Children P.O. Box 152, Station E Toronto, Ontario M5M 4L7 Phone: (416) 964-9595	Parents	- emotional support - informative monthly meetings - special workshops

H. RESOURCES

1. PUBLISHERS/DISTRIBUTORS

2. GENERAL REFERENCES

3. THE HOME

4. COMMUNICATION IDEAS

5. THE SCHOOL

6. THE COMMUNITY

7. EQUIPMENT

8. MAGAZINES

1. PUBLISHERS/DISTRIBUTORS

The following is a list of various places from which current publication lists can be ordered:

The Canadian Hearing Society
Information Services
60 bedford Road
TORONTO, Ontario
M5R 2K2 CANADA

Dormac, Inc.
Post Office Box 752
BEAVERTON, Oregon
97005 U.S.A.

Family Publications
Lexington School for the Deaf
30th Avenue & 75th Street
JACKSON HEIGHTS, New York
11370 U.S.A.

Gallaudet College Bookstore
Gallaudet College
WASHINGTON, D.C.
20002 U.S.A.

John Tracy Clinic
806 West Adams Boulevard
LOS ANGELES, California
90007 U.S.A.

The National Deaf Children's Society
31 Gloucester Place
LONDON W1H 4EA England

Publications Sales Department
Alexander Graham Bell Association
3417 Volta Place, N.W.
WASHINGTON, D.C.
20007 U.S.A.

Publishing Division
National Association of the Deaf
814 Thayer Avenue
SILVER SPRINGS, Maryland
20910 U.S.A.

2. GENERAL REFERENCES

Jaffe, B. editor. Hearing Loss In Children: A Comprehensive Text, 1976.

University Park Press
Chamber of Commerce Building
BALTIMORE, Maryland
21202 USA

A reference book designed to provide a solid base of information about the medical, audiologic and habilitative aspects of hearing impaired children. A number of professionals working with hearing impaired children discuss topics as follows: identification and diagnostic evaluation, classification of hearing loss, medical and surgical therapy, etc.

Murphy, A.T. editor. The Families of Hearing Impaired Children, 1979.

Publications Sales Department
Alexander Graham Bell Association
3417 Volta Place, N.W.
WASHINGTON, D.C.
20007 USA

A compilation of articles about parent-child interactions, parent-infant programs and school/family relationships.

3. THE HOME

The Deaf Employee.

A leaflet designed to acquaint employers with hearing impaired workers

Canadian Hearing Society
60 Bedford Road
TORONTO, Ontario
M5R 2K2 Canada

How to Fill Your Toyshelves Without Emptying Your Pocketbook: 70 Inexpensive Things To Do or Make

A collection of games, activities and instructions for making manipulative learning equipment from inexpensive and recycled materials for preschool handicapped and non-handicapped children. Materials are grouped by modalities: visual, auditory, touch, smell, etc., and language/concept development.

The Council for Exceptional Children
Publications/Sales
1920 Association Drive
RESTON, Virginia
22091 USA

Husak, G., P. Pahre & J. Stewart.
The Work Series,

Eight booklets are included in this series: Work Rules, Payroll Deductions, Where To Get Help, Taxes, Getting to Work, Trade Schools, How to Find a Job and How I Should Act At Work. Books would be valuable in high school and adult education programs concerned with career education.

Hopewell Books, Inc.
730 Jefferson Drive
PITTSBURGH, Pennsylvania
15229 U.S.A.

The Language of Life.

A language and life-skills book on special education guidance written specifically for hearing impaired teenagers and young adults. Deals with post high school difficulties encountered in both personal and employment life situations.
Reading level: grades 4-6

Interstate Printers & Publishing
19-27 N. Jackson Street
DANVILLE, Illinois
61832 U.S.A.

Our World, Our Words Experiences

Several booklets designed to encourage language through everyday activities.

Language Development Programs
Bill Wilkerson Hearing and Speech Centre
1114-19 Avenue, South
NASHVILLE, Tennessee
37212 U.S.A.

Spotlight on...Insurance & Finance

Practical easy-to-read information on car insurance, what to do after a car accident, bank accounts, interest, credit cards, travellers' cheques, loans budgets, etc.
Twenty pages.

The Canadian Hearing Society
Information Services
60 Bedford Road
TORONTO, Ontario
M5R 2K2 Canada

Tips on Car Care & Safety for Deaf Drivers

A booklet that provides important advice on how a deaf driver can detect existing and potential automotive problems through the use of senses other than hearing.

Office of Consumer Services
U.S. Department of Transportation
National Highway Traffic Safety Administrator
WASHINGTON, D.C.
20590 USA

4. COMMUNICATION IDEAS

Baker, C. editor. Sign Language and The Deaf Community, 1980.

A collection of articles reviewing manual communication and its effects.

National Association of the Deaf
814 Thayer Ave.
SILVER SPRINGS, Maryland
20910 USA

Henegar, M., & R. Cornett. Cued Speech Handbook for Parents, 1971.

This book explains cued speech, its relationship to language and speech, and provides instruction and exercises in cueing.

Gallaudet College Bookstore
Gallaudet College
WASHINGTON, D.C.
20002 USA

Jeffers, J., & M. Barley. Speechreading, 1971.

A comprehensive text dealing with all aspects of speechreading; history, principles, visibility, research, methodology, tests and practice material

Gallaudet College Bookstore
Gallaudet College
WASHINGTON, D.C.
20002 USA

A Look At American Sign Language A Look at Fingerspelling	Publications Service Program Gallaudet College WASHINGTON, D.C. 20002 USA
Lowell, E. et al. Play It By Ear. The book outlines auditory training games for sounds, music, voice, distance and direction.	John Tracy Clinic 806 West Adams Boulevard LOS ANGELES, California 90007 USA,
Markowicz, H. American Sign Language: Fact & Fancy, 1977 This new booklet offers an introduction to sign language including a discussion of the iconic nature of signs and their relationship to the language.	Public Service Programs Gallaudet College WASHINGTON, D.C. 20002 USA
Northcott, W. Curriculum Guide: Hearing-Impaired Children, Birth to Three Years & Their Parents, 1977. The book presents guidelines for the organization and administration of a family-oriented pre-school program. Specific techniques and activities stressing an oral/auditory approach of instruction are outlined.	Publications Sales Dept. Alexander Graham Bell Association for the Deaf 3417 Volta Place, N.W. WASHINGTON, D.C. 20007 USA
Sign Language. This pamphlet is a short introduction to sign language communication.	Canadian Hearing Society 60 Bedford Road TORONTO, Ontario M5R 2K2 Canada
The Signed English Dictionary for Pre-School and Elementary Levels. Includes handshapes for past tense regular verbs, past tense irregular verbs, adverbs, contractions, adjectives, compounds possessives, comparative, etc.	Gallaudet College Bookstore Gallaudet College WASHINGTON, D.C. 20002 USA
Stokoe, W. The Study of Sign Language. The relationship of sign language to sight and speech are explored along with a discussion of the social implications.	Clearinghouse 1717 Massachusetts Ave. N.W. WASHINGTON, D.C. 20036 USA

Vaughan, P. editor. Learning to Listen - A Book by Mothers for Mothers of Hearing Impaired Children, 1976

Six mothers recall their personal experiences and give practical advice.

The Canadian Hearing Society
60 Bedford Road
TORONTO, Ontario
M5R 2K2 Canada

5. THE SCHOOL

Corcoran, B. A Dance to Still Music, 1974

A story about a 13 year old girl who loses her hearing. The book is appropriate for those who lose their hearing during the teens and for teachers who may have such pupils in their classes

Atheneum Press
122 East 42 Street
NEW YORK, New York
10017 USA

Hearing Impaired Curriculum Guide
Alberta Education, 1983

Contains sections on academics and living/vocational skills with strategies and resources.

Alberta Education
1200 Rocky Mountain Plaza
615 Macleod Trail S.E.
CALGARY, Alberta
T2G 4T8 Canada

Hulbert, T.G. Educational Resource Materials for the Hearing Impaired.

This book is an annotated compilation for parents and teachers of deaf, deaf-blind and deaf multiply handicapped individuals.

Schools Department, Special Edcuation Division, Hearing and Speech Programs Branch
4196 West Fourth Avenue
VANCOUVER, B.C.
V6R 4J5 Canada

Katz, L., S. Mathis & E. Merrill. The Deaf Child in the Public Schools: A Handbook for Parents, 1974.

Gallaudet College Bookstore
Gallaudet College
WASHINGTON, D.C.
20002 USA

Levine, E. Lisa and Her Soundless World, 1974

A book about a hearing impaired child designed to help hearing children understand deafness. A discussion of hearing aids and sign language are included in the story.

Behavioral Publishers
72 Fifth Avenue
NEW YORK, New York
10011 USA

7. EQUIPMENT

Communication Aids

Aids for the Ha[illegible]of Hearing

The Bell System has developed more than a dozen aids to make telephoning easier. Booklet includes information from simple sound amplifiers to specifically designed telephones that let people "see" or "feel" a telephone conversation.

Aids, Bell System
195 Broadway
Room 540
NEW YORK, New York
10007 USA

Baby Cry Alarm/Phone Signal

Units suitable for the door-bell, telephone and apartment intercom. (Send for complete details).

Mr. W.M. Kelly
7620 - 42nd Avenue
EDMONTON, Alberta
T6K 0Y2 Canada

Baby Cry Signal/Telephone Signal/Door-Bell Signal.

This company also offers a variety of accessories and other products suitable for use by hearing impaired individuals.

Hellertronics
1038 Janero Drive
SANTA ROSA, California
95401 USA

Canadian TTY Directory/1978.

Available to persons within the TTY network.

Western Institute for the Deaf
2125 West 7th
VANCOUVER, B.C.
V6K 1X9 Canada

Craig, H., V. Sins & S. Rossi. Your Child's Hearing Aid, 1976

A spiral bound booklet for parents including answers to questions most commonly asked. The use and care of hearing aid components are discussed with appropriate terminology.

Dormac, Inc.
Post Office Box 752
BEAVERTON, Oregon
97005 USA

Edison Digitimer.

A wake-up alarm unit that can be used with the VL-2 buzzer (buzzer is placed under a pillow or mattress) or with VL-3 Vibrator (vibrator designed to awaken heavy sleepers). Send for full details.

Vibralite Products, Inc.
83 South Highland Avenue
OSSINING, New York
10562 USA

Ferguson Benfield Laboratory Catalog. This catalog includes information on the following devices for the hearing impaired: Telex Sound Ear T.V. Units, Fire/Smoke Alarms, Speech Therapy and Speaking Tube, Baby Cry Alarms, Clock Radios, Telephone/Door-bell alerts, etc.	Ferguson Benfield Laboratory Ltd. 1761 Avenue Road TORONTO, Ontario M5M 3Y8 Canada
A Guide for TTY - Telephone Communication. A brief guide and introduction to communication aids.	Public Service Programs Gallaudet College Bookstore WASHINGTON, D.C. 20002 USA
Internation Telephone Directory of the Deaf. Published annually listing over 6,000 households, organizations and businesses serving the deaf with telephone equipment. (Directory contains only a few Canadian listings).	Teletypewriters for the Deaf, Inc. Post Office Box 28332 WASHINGTON, D.C. 20005 USA
"Interpreter/TTY" A TTY weighing 31 lbs. utilizing 8 " paper sheets or rolls. Literature available.	Interpretive Systems Corp. 6905 Oslo Circle, Suite F BUENA PARK, California 90621 USA
Notetaking System A notetaking system suitable for hearing impaired students. No carbon paper is required; both notetaker and hearing impaired student get an "orginal". Complete Notetaker (binder & refill) Notetaker Refills (Binder is needed for this system... but is reusable).	Bookstore, Rochester Institute of Technology One Lomb Memorial Drive ROCHESTER, New York 14623 USA
Smith, G.M. The Telephone Adapter and Other Telephone Aids for the Hard of Hearing.	Publications Sales Dept. Alexander Graham Bell Assoc. 3417 Volta Place N.W. WASHINGTON, D.C. 20007 USA
TTY/Telephone for the Deaf. General information on telecommunication aids for the deaf: How they work, their advantages in Alberta. (The Visual Ear is available through Alberta Government Telephones).	Local Assoc. or Society for the Hearing Impaired

Sound Activated Devices

The Western Institute for the Deaf can adapt household items to enable a hearing impaired person to be awakened by a flashing light and/or be alerted to a baby's cry. They also have couplers for TTY equipment. Inquires regarding these items should be made to the WID prior to contacting private companies for similiar items as WID costs may be significantly lower. Repair service is also offered.

Western Institute for the Deaf
2125 West 7th
VANCOUVER, B.C.
V6K 1X9 Canada

Alertron

A wake-up device consisting of an electric clock and an "under-the-pillow" vibrator which plugs into the clock. (This clock will not accept any other plug in unit).

International Assoc. of Parents of the Deaf
(I.A.P.D.)
814 Thayer Avenue
SILVER SPRINGS, Maryland
20910 USA

Magsat, The Telephone Typewriter

A portable, 5 lb. communication system designed to work with the telephone and other TTY equipment. Phone Ringing Indicator Set and Transmitter Receiver also available. (Send for complete details).

Mrs. Holly MacKenzie
B & M Communications
HOLLAND LANDING, Ontario
L0G 1H0 Canada

MCM/D Communication System

A TTY communication system with optional accessories.

Micon Industries
252 Oak Street
OAKLAND, California
94607 USA

Phonics TV Phone.

An 8 lb. unit compatible with a T.V. display. Thirty-two characters per line. (Brochure available).

Phonics TV Phone
814 Thayer Avenue
SILVER SPRINGS, Maryland
20910 USA

Porta Printer II

An TTY communication aid with a printed copy of the conversation. This unit is available in a battery pack unit or in an A.C. unit only.

Krown Research
1917 Greenfield Avenue
LOS ANGELES, California
90025 USA

Vibralite Baby Cry Alert When sound from a baby is detected, lamps will flash or vibrators will vibrate to alert parents. Other applications include door bell signal, telephone signal and use with a smoke detector.	Vibralite Products, Inc. 83 South Highland Avenue OSSINING, New York 10562 USA
Wake-up Device Device consists of a cyclo-massage unit that can be connected to a fire alarm or clock to alert a deaf person who is sleeping.	Niagara Therapy Corp. ADAMSVILLE, Pennsylvania 16110 USA
Westclox Digital Moonbeam Flash Alarm. Designed to awaken sleeping individuals with a small intense light.	Department Stores

Community Awareness

Communicating with a Hard-of-Hearing Person. A list of factors to keep in mind for effective communication between hearing and hearing impaired individuals.	Western Institute for the Deaf 2125 West 7th VANCOUVER, B.C. V6K 1X9 Canada
Genetic Counseling. A 22 page booklet concerned with; the scope of genetic counseling, genes and chromosomes, inheritance, testing for carriers, pre-natal diagnosis, etc. A suggested reading list on the topic is included. An additional leaflet entitled "Genetic Counseling Services in British Columbia" may also be requested at no charge.	Dept. of Medical Genetics The University of British Columbia 855 West 10th Avenue VANCOUVER, B.C. Canada
A Hearing Health Program for the Parents An informative list for parents of hearing impaired children. (Teachers may find this outline helpful for presenting lectures to parent groups).	Canadian Hearing Society 60 Bedford Road TORONTO, Ontario M5R 2K2 Canada

Hearing Problems.

Published by the Division of Speech and Hearing, Ministry of Health, this pamphlet discusses types and causes of hearing loss prevention, warning signs of a possible hearing impairment and services offered.

Division of Speech and Hearing, Ministry of Health
Parliament Buildings
VICTORIA, B.C.
Canada

8. MAGAZINES

The following is a list of some magazines and the places from which they can be ordered.

Broadcaster	The National Assoc. of the Deaf 814 Thayer Ave. SILVER SPRINGS, Maryland 10910 USA
Communication	Canadian Coordinating Council on Deafness 294 Albert Street, Suite 201 OTTAWA, Ontario K1P 6E6 Canada
Cued Speech News	Gallaudet College Ballard House 800 Florida Ave. N.E. WASHINGTON, D.C. 20002 USA
Endeavor	International Assoc. of Parents of the Deaf Incorporated 814 Thayer Ave. SILVER SPRINGS, Maryland 20910 USA
Newsounds	Alexander Graham Bell Assoc. for the Deaf 3417 Volta Place N.W. WASHINGTON, D.C. 20007 USA
The Deaf American	The National Assoc. of the Deaf 814 Thayer Ave. SILVER SPRINGS, Maryland 20910 USA

The Deaf Canadian	The Deaf Canadian Magazine Box 1291 EDMONTON, Alberta T5J 2M8 Canada
The Exceptional Parent	The Exceptional Parent P.O. Box 4944 MANCHESTER, New Hampshire 03108 USA